Welcome to the 2008 Missouri Transfer Conference:

Impact of the Curriculum Alignment Initiative on Transfer Policy in Missouri

Presented by the Coordinating Board for Higher Education's Committee on Transfer and Articulation

Objectives

- Inform about the Missouri Curriculum Alignment Initiative (CAI)

- Provide broader nationwide perspective on approaches to facilitating transfer

- Seek better understanding of CAI impact on institutions

- Provide forum for attendee input on the CAI and policy development

Participants' Role

- To gain better understanding of major issues currently impacting transfer

- To provide direct input to MDHE and policy makers on development of policy related to the CAI

- To use Missouri, other state, and national trends to seed vision for improvement of transfer in Missouri

Next Steps

- Breakout sessions: direct input to policy makers and the department on CAI impact on transfer at the institutional level
- Wrap-up: Major themes discussed at the breakout sessions
- Post-Conference Report on Potential Policy Impacts
- Input into the policy development process

Missouri's Curriculum Alignment Initiative (CAI)

Agenda

- Background and drivers
- Vision and goals
- Structure of the initiative
- Progress
- Challenges
- Policy implications

National Curriculum Alignment Context

- **Secondary to Postsecondary Alignment**
  - Standards
  - Curriculum
- **Postsecondary Course Alignment**
  - Quality in Undergraduate Education
  - State-based initiatives
- **National Influence**
  - No Child Left Behind
  - Spellings' Report

Historical Curriculum Alignment in Missouri

- Missouri K-16 Coalition (now P-20)
- General Education Policy and Matrix
- Department of Elementary and Secondary Education (DESE)
  - Grade Level Expectations (GLEs)
- MoDEC entry-level competencies

Current Missouri Drivers

- METS Coalition
- P-20 Council
- Workforce 2025
- Senate Bill 389
- Developmental Education
- DESE End-of-Course Exams
- DHE Strategic Approach

CAI Vision

- Opportunity for smooth pathways
- Focus on critical transitions
- Emphasis on successful persistence and completion
- Removal of barriers

Fundamental Questions

- To collaboratively and responsibly decide:
  - What does it mean to enter into collegiate-level coursework?
  - What does it mean to come through the different terrains of postsecondary education?
- All institutions are accredited: what does it mean for access to collegiate-level coursework?

CAI Goals

- Provide a consistent message to high school students about preparation
- Provide a minimum threshold for access to collegiate-level coursework
- Identify both the content and process knowledge critical for student success
- Create necessary foundation for success in initial general education coursework
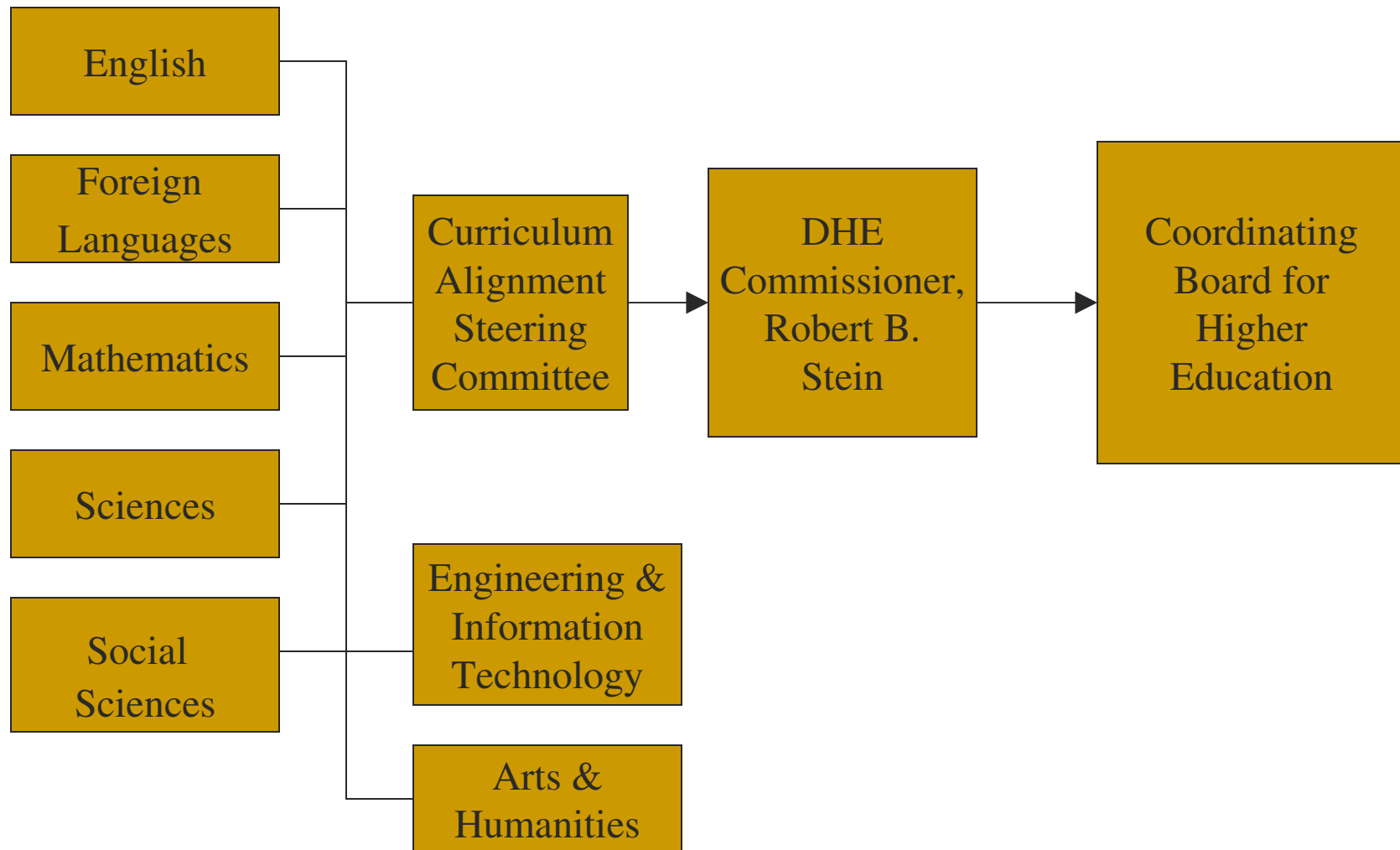
Entry versus Exit Competencies

- **Entry-level Competencies**: the skills and knowledge student should know before beginning collegiate-level coursework

- **Exit-level Course Competencies**: the skills and knowledge a student will know upon successful completion of a beginning general education course, for example Introduction to Biology

CAI Structure

- Two-tiered process
- Collaborative participation
- Discipline Workgroups
  - Content focused
- Steering Committee
  - Coordination
  - Communication

Curriculum Alignment Organizational Structure

English

Foreign Languages

Mathematics

Sciences

Social Sciences

Curriculum Alignment Steering Committee

Engineering & Information Technology

Arts & Humanities

DHE Commissioner, Robert B. Stein

Coordinating Board for Higher Education

Nature and Scope of Competencies

- Source documents
  - Missouri general education competencies
  - Missouri K-12 assessment standards
  - ACT Standards
  - Standards for Success
- Entry-level: focus on fundamental skills
- Exit-level: Core elements to preserve a variety of teaching methods

CAI Timeline

- Entry Competencies: in draft form, to be revised with feedback, final form due March 10th

- Exit Competencies: drafts due Feb. 1st, public comment period in February, final form due April 11th

- Steering Committee will work to develop cross-curricular competencies through spring

- Final consideration and action on competencies by the CBHE on June 12th, 2008

CAI Status

- Development of entry-and exit-competencies (in process)
- Work still to be developed:
  - Implementation schedule
  - Assessment connections
  - Policy implications

CAI Challenges

- The core issue
- Reducing myths
- Communication challenges
- Reinforcing professionalism
- Cross-workgroup challenges
  - Workgroup differences
  - Unified competencies product
  - Scheduling difficulties
  - Incorporating METS fields

CAI Emerging Themes

- Cross-cutting curriculum
  - Applicability to one or more disciplines
  - Overlooked competencies
- "Habits of Mind" (Conley 2005)
- Collective Responsibility

Policy Implications

- Three main areas of initial policy impact:
  - Advanced/dual credit opportunities
  - Access to collegiate-level coursework
  - Exit competencies impact on transfer policy

Questions?

Thank you for your participation and input in this important process

To provide feedback on the CAI, please email:

he-cai@dhe.mo.gov, or
hillary.fuhrman@dhe.mo.gov